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ABSTRACT

The manual outlines New York state procedures regarding the development, implementation, and review of individualized education programs (IEPs) for handicapped children. Charts listing the sequence of events, persons responsible and parties involved, productive outcomes, form of documentation, and relation to intent of law and regulations are presented for the following steps: referral, preplacement evaluation, preparation of the recommendations of the Committee on the Handicapped, planning conferences, final placement decisions, daily instruction, monitoring and evaluating student progress, modifying instructional objectives and activities, reporting progress to parents and other school personnel, and IEP review. The final section outlines critical areas regarding IEPs which should be addressed by local policy. (CL)

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THE INDIVIDUALIZED EDUCATION PROGRAM

A Guide for Development

The development of this manual was partially supported by the
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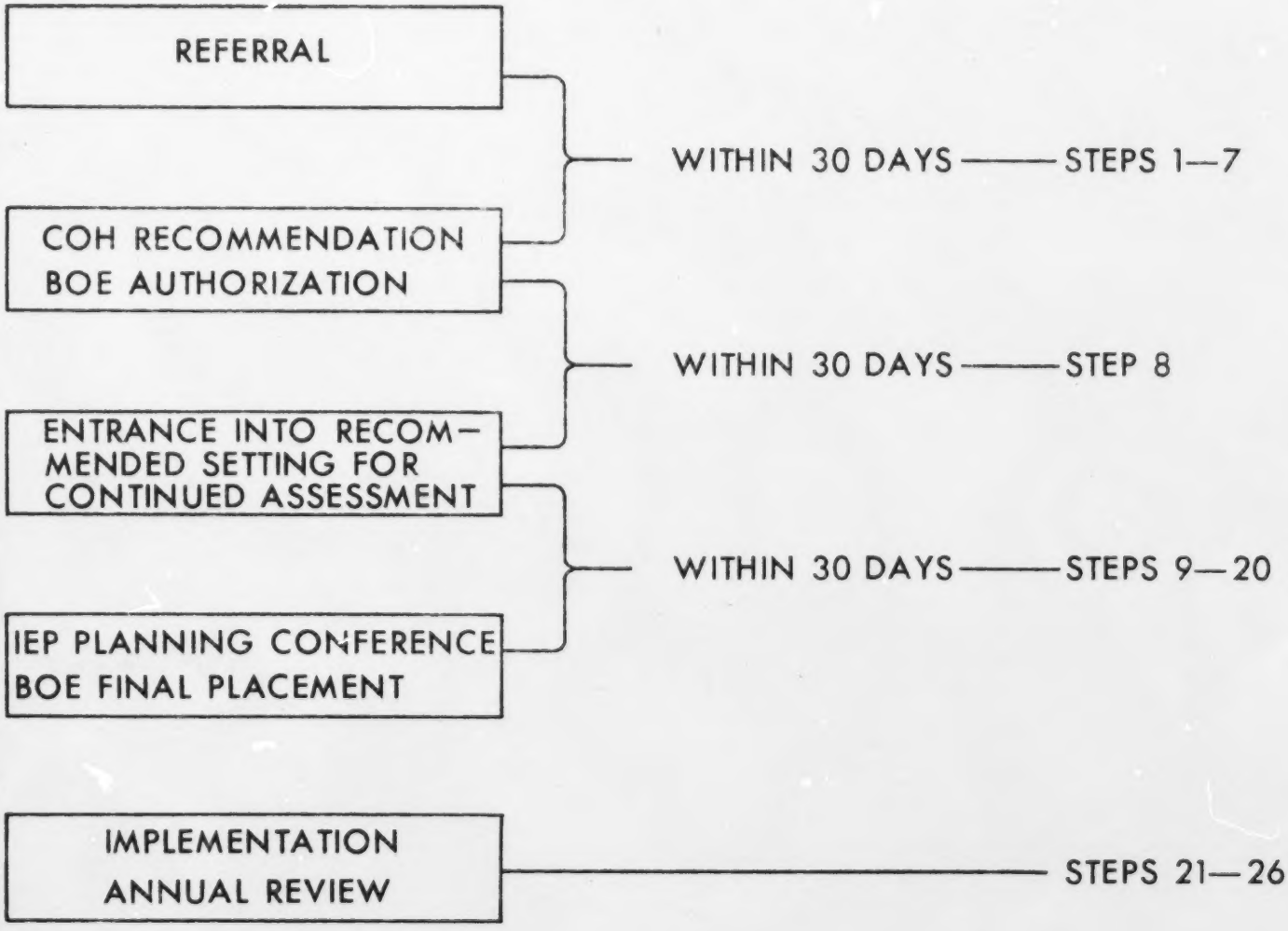
IEP DEVELOPMENT TIMELINES



Introduction

This manual has been developed in accordance with the Regulations of the Commissioner of Education of New York State as a working reference and guideline. It is designed for use by local school district Boards of Education, administrators, teachers, parents and others who are directly involved in the development, implementation and review of individualized education programs for children with handicapping conditions. It has been developed from the point of view that such programs are the result of a process which begins with the identification of a child who is thought to be handicapped and continues until the child is no longer in need of, nor is eligible for special education programs and services. The underlying belief is that children with handicapping conditions are capable learners and must not, by virtue of their handicapping conditions, be denied those learning achievements which are intended for all children within the public education system in New York State.

It is the intent of this manual to provide the following information and skills to those responsible for the development, implementation and review of individualized education programs:

1. The definition of the individualized education program (IEP) and the planning conference in which it is formally prepared.

2. A working understanding and appreciation of the intent and design of the IEP development process in New York State.

3. The ability to determine the current status of the school districts' IEP policies through the self-assessment checklist in Section II and Section III.

4. An awareness of resources available to assist in improving and utilizing the process and its product at the local district level.

SECTION I

INDIVIDUALIZED EDUCATION PROGRAMS IN NEW YORK STATE

The development and final preparation of the individualized education program for a child with a handicapping condition is a responsibility of the local school district Board of Education and involves the child's parents or guardians, the Committee on the Handicapped, individuals participating in an IEP planning conference, and individuals responsible for implementing and evaluating the progress of the child. The Rules and Regulations of the Commissioner of Education of New York State (§200.4 (f)) define what is meant by an individualized education program and describe how it is to be prepared.

Subdivision (f) of section 200.4 of Part 200 of the Regulations of the Commissioner of Education amended, effective February 20, 1978:

"(f) Individualized education program. Each Board of Education shall provide for the preparation of an individualized education program for each handicapped pupil, in accordance with the provisions of this subdivision. The individualized education program shall be a written statement to meet the unique needs of each handicapped pupil, which shall be developed in a planning conference. An individualized education program shall be prepared at the time the child enters a special education program, and shall be reviewed, and if appropriate, revised periodically, but not less than annually.

(1) Content of individualized education program. The individualized education program shall include:

(i) A statement of present levels of educational performance of such pupil.

(ii) A statement of annual goals, including short-term instructional goals.

(iii) A statement of the special educational services and instructional materials to be provided to such pupil, and the extent to which the pupil will be able to participate in regular education programs.

(iv) The projected date for initiation, and anticipated duration of such services.

(v) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

(2) Planning conferences. Planning conferences to develop an individualized education program shall be conducted in accordance with the following:

(i) The conference for each new handicapped pupil shall be conducted as soon as possible, but no later than 30 days after the child enters the special education program.

(ii) Participants at the planning conference shall include, but shall not be limited to, the pupil's teacher, the pupil whenever appropriate, the parent or legal guardian, a representative of the school district, other than the child's teacher, who is qualified to provide, or supervise the provision of special education, and other individuals at the discretion of the parents or agency. A member of the evaluation team, or a person who is knowledgeable about the evaluation procedures used with the child, shall also participate in the planning conference for a handicapped child who has been evaluated for the first time.

(iii) The notice of the planning conference given to the parent or legal guardian of the pupil shall inform such parent or legal guardian that the conference will be conducted at a date and time which is mutually acceptable to the parent or legal guardian and the employees of the school district.

(iv) If it is not possible or practicable for the parent or legal guardian to attend the conference, other alternatives may be attempted, including individual or conference telephone discussions.

(v) In order to assure active parent participation, an interpreter may accompany the parent or legal guardian to allow communication in his native or primary language."

SECTION II

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

In New York State, the process of preparing an individualized education program begins when a child is referred to the Committee on the Handicapped and continues, with at least annual review, as long as the child requires special education services, until the child attains a high school diploma, or through the school year of the child's 21st birthday. The IEP process consists of two major phases followed by actual implementation and review procedures.

Phase I: includes all activities of the Committee on the Handicapped which take place before a child is placed in a special education program or in the event that the committee has reason to believe that the child's classification and placement needs to be changed, modified or continued as a result of at least an annual review.

The chart on the following pages outlines the first five steps of Phase I of the process as they pertain to:

- Referral,
- Preplacement Evaluation, and
- Preparation of COH recommendations with parents.

This chart is followed by a commentary on the events 1–5; a format which is used throughout this document.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Sequence of Events	Persons Responsible/ Parties Involved	Productive Outcomes
PHASE I		
1. Referral of child thought to be handicapped for identification and placement to the Board of Education or the Committee on the Handicapped (COH) appointed by the Board.	— parents or guardians — professional staff members of the school district — licensed physician	— children thought to be handicapped become known to COH
2. Existing information and reports on the child are collected and reviewed by the COH; decisions made about need for additional testing.	— COH chairperson, other committee members and parents	— existing information organized and a plan for additional testing is developed if needed
3. Notification to parents requesting written consent for additional preplacement evaluation.	— COH chairperson or designee	— parents are aware of proposed evaluation and its intended uses
4. Preplacement evaluation conducted upon receipt of written parental consent.	— appropriate professionals including: • Physician (medical eval.) • School psychologist (indiv. psych.) • Other (social history) • Appropriate others	— comprehensive assessment completed
5. Evaluation results give COH reason to believe that the child is in need of special education program and services as a result of the existence of a handicapping condition.	— COH members — parents	— information recorded regarding classification and needed special programs and services including a statement of the extent of possible participation in regular school programs

Form of Reporting or Documentation	Relation to Intent of Law and Regulations	Reader's Notes	District Status	
			Needs Devel.	Satisfactory
— written referral received by the Board of Education or COH — referral form designed by the school may be available	— all handicapped are identified and served		_____	_____
— information available in official student record on file in the school district	— to obtain current information, on present level achievement in order to make appropriate recommendations for special education services		_____	_____
— form developed by school district	— assurance of parental right to due process (§200.5 (a) (1) and (2) of Commissioner's Regulations)		_____	_____
— test results recorded in official student record on file in the school district	— ensure sufficient data for identification and placement recommendation — to obtain objective indications of the full range of present levels of educational performance		_____	_____
— recorded information including tests or reports	— multidisciplinary team reviewing child to obtain different perspectives prior to making any recommendations		_____	_____

Commentary on steps 1–5:

Any child referred to the Board of Education or the Committee on the Handicapped by parents or guardians, professional staff member of the district or a licensed physician must be evaluated to determine eligibility status within 30 days of the date of receipt of the referral.

Any evaluation procedures, tests or assessments used selectively with individual children require prior written parental consent. In the event that the parents do not give consent, the school district may offer parents the opportunity to request an informal conference for the purpose of discussing the matter. Following the conference, the school district determines the need for such evaluations. If the parents do not request or attend the informal conference, the school district must initiate an impartial hearing to establish the need for evaluation. The parents may also request a hearing on any determination made at the informal conference. (See Section 200.5 (a) of the Regulations of the Commissioner of Education.)

The statements of the results of these evaluations should be recognized as necessary and appropriate for inclusion in that section of the district's IEP document which describes the child's present level of educational performance. The COH should forward appropriate information to the individuals participating in the planning conference at the initiation of Phase II of the IEP development process.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Phase I (cont'd)

Once the Committee on the Handicapped has reason to believe that a child has a handicapping condition and is eligible for special education programs and related services, recommendations are developed. Steps 6–10 on the following pages pertain to:

- Parent involvement in the development of recommendations,
- Forwarding of committee recommendations to the Board of Education and the parents, and
- Determination of program and arrangement for completion of an IEP in a planning conference.

The recommendations developed, including a statement of present levels of performance, annual goals, the extent of participation in the regular education program and the date of initiation and duration of special education programs and services, become the basis for the completion of the IEP (Phase II).

Whenever appropriate, the IEP should be developed to reflect the acquisition of minimum competencies and other necessary requirements for a diploma or certificate. This goal should be considered as early as possible in the child's educational experience and should be reflected within the written IEP.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Sequence of Events	Persons Responsible/ Parties Involved	Productive Outcomes
PHASE I (cont'd)		
6. Parents and appropriate others meet with the COH to discuss recommendations to be submitted to the Board of Education.	— COH chairperson or designee	— parents and other individuals, as deemed appropriate by the parents or school, provide input into results of evaluation and recommendations
7. COH develops recommendation, including evaluation results, and forwards it to the Board of Education and parents along with due process rights within 30 days of date of referral.	— COH chairperson or designee	— written recommendations and services along with tests or reports upon which the recommendations are based sent to Board of Education and parents; parents become aware of due process right to disagree with the recommendation and to request an impartial hearing
8. With Board authorization, COH obtains written parental consent to continue preplacement evaluation and complete the IEP (Phase II) in the recommended special program setting.	— COH — Parents	— child enters recommended special education program with written parental consent for continuing diagnosis and completion of the IEP (Phase II).
9. The Chief School Officer arranges for the IEP planning conference to be conducted as soon as possible but no later than 30 days after the child's entrance into the recommended program.	— Chief School Officer or designee	— IEP planning conference scheduled
10. The COH forwards all information necessary for the completion of the IEP to appropriate planning conference personnel.	— COH — appropriate persons to be involved in the planning conference	— appropriate personnel receive basic data required for completion of the IEP prior to final placement

Form of Reporting or Documentation	Relation to Intent Law and Regulations	Reader's Notes	District Status	
			Needs Devel.	Satisfactory
— record of COH meeting lists people in attendance and includes documents submitted	— parents given opportunity to be involved in process prior to COH submission of recommendations to the Board of Education for action		_____	_____
— written notification of recommendation to Board of Education and to parents in primary language of home	— parents knowledge and opportunity to be involved in the decision-making process; provides Board of Education the basis for appropriate decision making		_____	_____
— included in notice to parents in a form determined by the district	— assurance that parents are continually informed and consent to the development of the child's special education program		_____	_____
— determined by local district policy and procedures	— child's IEP is developed in a planning conference prior to final placement		_____	_____
— according to local district policies on disclosure of confidential records	— IEP developed using appropriate evaluation information		_____	_____

Commentary on steps 6–10:

Section 200.5 (b) of the Commissioner's Regulations establishes the right of the parents to address the committee regarding recommendations to be submitted to the Board of Education. This section indicates parental involvement prior to the submission of final recommendations to the Board of Education. The parents may bring other individuals to the COH meeting who can provide important information and relevant input into the development of recommendations for an appropriate educational program. If the parents do not choose to address the committee, this does not prevent the committee from taking action on any final recommendations. However, the four mandated members must be present at the meeting of the appointed members of the committee when such action is taken.

During the preplacement evaluation process, the COH reviews the data and discusses its findings and recommendations for providing the needed special education program placement with the parents. This information is sent to the Board and may be used in authorizing a continuation of evaluation in the recommended program and making final decisions regarding educational placement. The COH must send a copy of its recommendations to the parents and also send notification of due process procedures so that they may act appropriately if they disagree with the recommended classification and placement. If children are being placed in special education programs for the first time, or if the COH recommends a change in program placement, prior written parental consent is required before the new or changed placement is finally implemented.

The completion of the written IEP takes place at the planning conference. It is based on the information and determinations from Phase 1 activities and, with parental consent, on continuing diagnostic activities in the recommended special education setting. If either the parents or the Board do not authorize the continuation of preplacement evaluation in the recommended setting, the IEP still must be completed prior to final program placement. In any event, the IEP is the basis upon which the Board finally determines the special education program and placement of the child.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Phase II of the IEP process begins with the entrance of the child in a special education program or service. The local COH remains responsible for Phase I; Phase II would be completed in a planning conference by the appropriate persons in the recommended program setting. The completed IEP would then be sent back to the local COH by those responsible for conducting the planning conference.

Steps 11–15 in the following chart pertain to:

- Preplanning conference preparation by the child's assigned teacher(s) and related service personnel in programs in which the child is placed, and
- The parents preparation for and involvement in the planning conference.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Sequence of Events	Persons Responsible/ Parties Involved	Productive Outcomes
Phase II		
11. Special education teacher receives information from COH for child placed.	— special education program administrator, or — COH chairperson or designee as determined by local policy	— teacher has information necessary to complete preplanning conference activities
12. Special education teacher conducts needed additional classroom assessments.	— special education teacher	— present level of educational performance is further specified to aid in determining instructional objectives
13. Parents are invited to attend planning conference.	— to be determined by local school policy	— mutually agreeable time and place for conference is established — parents informed of opportunity to bring others to conference at their discretion
14. Special education teacher prepares for planning conference.	— special education teacher and appropriate other staff members	— tentative ideas about goals and objectives prepared
15. Parents prepare for planning conference.	— parents	— tentative ideas about goals and objectives prepared

Form of Reporting or Documentation	Relation to Intent of Law and Regulations	Reader's Notes	District Status	
			Needs Devel.	Satisfactory
— format determined by local school district	— to insure continuity and efficiency in IEP development		_____	_____
— written summary of assessment results	— assurance that assessment is comprehensive and leads to specialized program based on student needs — provides basis for further content development of IEP		_____	_____
— letter or personal contact to be determined by local school district policy	— assurance of parents involvement in instructional planning for the child		_____	_____
— teacher option	— teacher is prepared to work cooperatively with parents in development of IEP content		_____	_____
— parents option	— parents prepared to work cooperatively with school staff in development of IEP content		_____	_____

Commentary on steps 11–15:

It should be noted that the child may be placed in a school or agency outside the school district of residence, thus making the forwarding of information upon which the placement is determined necessary.

Any additional testing done by the teachers or other individuals in the interest of formulating specific objectives or selecting most appropriate activities for inclusion in the IEP should be done with respect to the definition of evaluation stated in section 200.5 (a) of the Commissioner's Regulations (see commentary on steps 1–5).

If the child is to be mainstreamed, only the part of the child's program that is "special" is included in the IEP. Depending on the program and services, the IEP could be developed in large part by a speech/language pathologist, adaptive physical education teacher, special education teacher or other related service providers.

Finally, it should be noted that if the parents do not attend or contribute to the planning conference, the school may still complete the preparation of the IEP document. The parents must be given the opportunity to participate in the conference. The school should document its attempts to ensure parental involvement by logging dates and types of communication attempted.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK

Phase II (cont'd)

The individualized education program is prepared in a planning conference. Steps 16 and 17 on the following chart address this requirement and pertain to:

- Timeliness of the planning conference,
- Participants in the conference, and
- Possible outcomes of the conference including the completion of the IEP document.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Sequence of Events	Persons Responsible/ Parties Involved	Productive Outcomes
PHASE II (cont'd)		
16. Planning conference is conducted as soon as possible, but no later than 30 days after the student enters the special education program.	— student's teacher — student where appropriate — parents or legal guardians — representative of school district who can provide or supervise the provision of special education — others at the discretion of parents or agency — member of evaluation team or person knowledgeable about evaluation procedures used — **only if pupil is being evaluated for the first time**	IEP document to include: — a statement of present levels of educational performance of the child — a statement of the extent to which the pupil will be able to participate in regular education programs — a statement of the specific educational services to be provided to the child — the projected date for initiation and anticipated duration of such services — a statement of annual goals, including short-term instructional goals — a statement of instructional materials to be provided to such pupil — appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis whether instructional objectives are being achieved
17. Final copy of the IEP sent to parents, COH and appropriate others.	— to be determined by local school district policy	— IEP on file with COH for future reference — parents receive completed copy of IEP

Form of Reporting or Documentation	Relation to Intent of Law and Regulations	Reader's Notes	District Status	
			Needs Devel.	Satisfactory
	A well-developed IEP will assure:			
— written IEP on form developed by school district — record of meeting showing those in attendance and documenting attempts to involve the parents	— involvement of parents and if appropriate, the student — involvement of other staff members in planning for student — promotion of communication between home and school — realization of student achievement through involvement of all parties — measurement of student progress through objective means — knowledge by all parties of exactly what student is expected to achieve — effective implementation of placement into least restrictive environments — goals and objectives specifically related to full range of student needs — continuous reporting on student progress		_____	_____
— completed IEP form	— assurance that an IEP be developed and on file for each handicapped child in school district — parents have IEP to use for communicating with school		_____	_____

Commentary on steps 16–17:

The planning conference is a meeting of several individuals at which an IEP document is prepared and subsequently implemented by the appropriate persons. While there are no regulations governing the management of the conference, school personnel should designate a person responsible for coordinating the conference and forwarding copies of the resulting document to all parties having an interest in its development. These include:

- The child's parents,
- Others participating in the planning conference,
- The special program administrators of the school or agency in which the child is placed,
- The Committee on the Handicapped of the child's school district of residence, and
- Appropriate others determined by local policy.

If the IEP is not consistent with the determination of the Board of Education the parent may initiate due process.

The resulting IEP document should be developed to serve the teachers and parents as a framework for carrying out daily instructional activities. The document should reflect this framework and be designed to give all involved the ability to be flexible and make changes in keeping with the child's changing needs.

Some handicapped children are eligible for alternative techniques in the administration of the Regents Competency Testing Program. The need for use of such testing procedures must be reflected consistently in the pupil's IEP.

For further information consult **The Regents Competency Testing Program**, Regulations and Procedures manual, The University of the State of New York. March 1979.

INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Final Placement

Based upon the recommendations of the Committee on the Handicapped and the IEP, the Board of Education must finally decide upon the placement of the child to provide special education programs and related services. At the time the Board makes its decision, it must notify the parents in writing of its action and of their right to challenge the Board's decision. The Board may make a decision which differs from the recommendation of the Committee on the Handicapped. If so, it must notify the parents in writing of its action and set forth reasons for the action based upon factors which were in the evaluation submitted by the Committee on the Handicapped.

Steps 18–20 outline the sequence of events toward a final placement decision by addressing the following:

- Final recommendations of the Committee on the Handicapped,
- Notice of Board action, and
- Implementation of placement by the Chief School Officer.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Sequence of Events	Persons Responsible/ Parties Involved	Productive Outcomes
FINAL PLACEMENT		
18. COH forwards placement recommendation to the Board of Education for action within 30 days of the child's entrance into the special education program for preplacement evaluation.	— COH	— decision to render suitable special education programs and related services based upon needs of individual child
19. Board of Education provides written notice of its final determination to the parents or guardians.	— Board of Education	— parents are made aware of Board's determination and reasons for determination
20. Board of Education directs Chief School Officer to implement program placement. Final placement must have prior written parental consent and an IEP developed in a planning conference.	— Board of Education or designee	— placement of the child in an appropriate special education program with needed related services

Form of Reporting or Documentation	Relation to Intent of Law and Regulations	Reader's Notes	District Status	
			Needs Devel.	Satisfactory
— recommendation in form determined by local Board policy	— timeliness in the provisions of special education program placement and services		_____	_____
— written notice developed by local school district in primary language of home	— assurance that parents are continuously informed of developments in child's educatonal program		_____	_____
— form of directive determined by local school district	— the provision of free appropriate public special education program placement and services		_____	_____

Commentary on steps 18–20:

The Board of Education must give written notice of its determination to the parents. If its decision is not consistent with the recommendation of the committee, the Board must give reasons for the difference in its notice.

If the parents have not given written consent to final placement, the school district may use the due process procedures outlined for preplacement evaluation as found in section 200.5 (a) of the Regulations.

Regarding due process, the parents may request a hearing if there is an objection to the final determination of the Board of Education.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Implementation

The individualized education program is a managment and communication tool which establishes the framework for the development of daily instructional plans and activities to be conducted by the persons assigned to provide special education. Steps 21–24 on the following charts address this aspect of the IEP process as it pertains to:

- Conducting daily instructional activities,
- Monitoring and evaluating student progress,
- Modifying instructional objectives and activities in keeping with short-range needs, and
- periodic reporting of progress to parents and other school personnel.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Sequence of Events	Persons Responsible/ Parties Involved	Productive Outcomes
IMPLEMENTATION		
21. Teacher and related service providers implement IEP by developing and conducting daily instructional activities to achieve stated goals and objectives.	— special education teacher and other staff working with student — parents, if home activities were developed during planning conference	— daily instructional activities coordinated with IEP content
22. Data is gathered and periodically compiled on student performance utilizing objective criteria and planned evaluation procedures.	— special education teacher and other staff working with student — parents	— objective determinations of how well the student is doing
23. Teacher makes modifications in the IEP objectives as necessary.	— special education teacher and parents	— IEP modified to meet changing student needs
24. IEP is updated and sent to parents and COH by classroom teachers and related service personnel.	— teacher and related service personnel	— COH has updated IEP's on file to provide information about child's progress and assist in annual review

Documentation	Relation to Intent of Law and Regulations	Reader's Notes	District Status	
			Needs Devel.	Satisfactory
— lesson plans and record-keeping system	Instruction reflecting IEP content will insure: — continuity during the instructional year — systematic use of materials and resources — pinpointing of student difficulties and productive interventions		_____	_____
— IEP document reflecting daily record-keeping system used by teacher	— information leading to instruction decisions is structured and objective — providing student with the opportunity for involvement in evaluation		_____	_____
— IEP document or other teacher developed reports	— IEP is flexible to change as student needs change — parents are continually informed about instructional programming		_____	_____
— IEP document or progress report	— communication is reinforced between home and school — assurance that reports are provided to decision makers for use in developing future recommendations — provides for monitoring of instructional and related service activities		_____	_____

Commentary on steps 21–24:

The IEP is the framework for planning and carrying out daily instructional and evaluation activities. The IEP should provide for making changes within the planned program in keeping with the child's needs. In this respect, the IEP serves as an efficient planning and management tool to maximize student achievement through individualized instruction.

Changes which constitute a change in the program placement determinations by the Board of Education require action by the Committee on the Handicapped and, therefore, require a return to step 6 of Phase I of the process as outlined in the preceding pages of this manual.

The periodic progress reports are essential to completing the IEP review process and should be so designed.

The teacher is responsible for implementing the IEP and documenting and reporting the child's progress; the IEP is not intended to be a performance contract.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

REVIEW

The Committee on the Handicapped is responsible for reporting, at least annually, on the status of each resident child who is handicapped or thought to be handicapped. For those children who are currently receiving special education services, and therefore for whom there are individualized education programs being implemented, the review process includes a review of the child's progress within the IEP. Steps 25–26 address the IEP review process as it pertains to:

- The schedule for review as established by the COH,
- The receipt of appropriate reports by the COH, and
- The review.

THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

Sequence of Events	Persons Responsible/ Parties Involved	Productive Outcomes
REVIEW		
25. Board of Education establishes schedule for at least annual review of each handicapped child's special education program/services.	— Board of Education or designee	— Schedules established for: • COH annual review • IEP planning conference
26. COH reviews status of child utilizing IEP reports and other suitable information to make recommendations as to modification, change or continuation of classification and/or special education program services.	— COH members	— information reviewed by COH in order to make informed recommendations about next year's program

IF, AS A RESULT OF THE COH REVIEW, IT "HAS REASON TO BELIEVE THAT THE IDENTIFICATION, EVALUATION OR EDUCATIONAL PLACEMENT OF A CHILD, OR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION TO A CHILD, SHOULD BE MODIFIED, CHANGED OR CONTINUED, (IT) SHALL ADVISE THE PARENT OR LEGAL GUARDIAN OF SUCH CHILD OF HIS OPPORTUNITY TO ADDRESS THE COMMITTEE, EITHER IN PERSON OR IN WRITING, ON THE PROPRIETY OF THE COMMITTEE'S RECOMMENDATION AS TO THE CLASSIFICATION OR PROGRAM PLACEMENT OF THE CHILD TO BE MADE TO THE BOARD OF EDUCATION OR TRUSTEES." THIS REGULATION OF PROCEDURAL DUE PROCESS (SECTION 200.5 (b)) CONSTITUTES A RETURN TO STEP 6 OF THE PROCESS FOR EACH CHILD ON AT LEAST AN ANNUAL BASIS.

Form of Reporting or Documentation	Relation to Intent of Law and Regulations	Reader's Notes	District Status	
			Needs Devel.	Satisfactory
— form of schedule developed by local school district	— assurance that an annual review be conducted for each handicapped child — assurance that programs and placements are in keeping with current student needs		_____	_____
— updated IEP from special education teachers and related service personnel; ancillary reports from regular class teachers effecting involvement of handicapped child in regular program; format to be determined by local school district	— assurance that programs and placements are in keeping with current student needs		_____	_____

Commentary on steps 25–26:

The review of each child is to be conducted at least annually. In New York State this takes place at the Committee on the Handicapped meeting and at the planning conference.

Provisions need to be made to assure that the COH receives all appropriate information from the teachers or other representatives of the school or agency responsible for preparing and implementing the IEP, and for evaluating the progress of the child.

SECTION III

THE NEED FOR LOCAL SCHOOL DISTRICT BOARD OF EDUCATION AND ADMINISTRATIVE POLICY RELATED TO THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS

The Rules and Regulations of the Commissioner, as they reflect State and Federal Law, set forth State policy regarding the identification, placement, instruction and review of each child thought to be handicapped. It is essential that local district policy be established, consistent with these regulations, that at the same time allows for alternative courses of action in the implementation of the IEP process at the local level. Outlined below are critical areas to be addressed by local policy.

Suggested areas for developing local district policies	Current District Policy: Needs Development	Current District Policy: Satisfactory
Referral and Preplacement Evaluation:		
a. The process and form for referral of all children thought to be handicapped for timely consideration by the Committee on the Handicapped.	a. _____	_____
b. The accessibility and confidentiality of student records.	b. _____	_____
c. The process for conducting preplacement evaluations including the form for prior notification and written parental consent.	c. _____	_____
d. The process for initiating and conducting informal meetings and hearings by either the parent or school district in the event that there is disagreement regarding preplacement evaluation activities.	d. _____	_____
The Development of COH Recommendations:		
e. The establishment of a Committee on the Handicapped to include the four mandated members, other members appointed by the Board of Education and the conditions under which formal COH action may be taken.	e. _____	_____
f. The inclusion of the parents and other individuals at the discretion of the parents in the development of committee recommendations as to the classification and placement of a child to be made to the Board of Education or trustees.	f. _____	_____
g. The format of formal recommendations forwarded to the Board of Education and to the parents to facilitate Board action by resolution and the preparation of an individualized education program.	g. _____	_____
h. The due process rights of parents in the event of objection to COH recommendations.	h. _____	_____

	Current District Policy	
	Needs Development	Satisfactory
Board of Education Determination:		
i. The formulation and adoption of Board resolutions based on COH recommendations in keeping with the needs of individual children and their rights to confidentiality.	i. _____	_____
j. The process and form for notifying parents of Board of Education determinations, requesting parental consent to initial placement and informing parents of due process rights and responsibilities.	j. _____	_____
k. The process by which Board determinations are implemented by school district administration including the district's rights and responsibilities in due process should parental consent to initial placement be withheld.	k. _____	_____
Planning Conferences and the Development of an IEP:		
l. The roles and responsibilities of school district officials in initiating and coordinating a planning conference for the preparation of an IEP.	l. _____	_____
m. The roles and responsibilities of instructional staff in the development of the IEP (special education teacher, regular class teachers and related service providers).	m. _____	_____
n. The process for forwarding information developed by the COH and considered by the Board of Education to the individuals to be involved in the planning conference, conducted as a result of both in-district and out-of-district program placements.	n. _____	_____
o. The format of the IEP document to be used by the local district.	o. _____	_____
p. The inclusion of parents and other individuals at the discretion of the parents in the planning conference including the opportunity to prepare for the planning conference.	p. _____	_____
q. The parents' right to due process procedures in the event of disagreement with the IEP developed in the planning conference.	q. _____	_____
r. The procedures for forwarding completed IEP documents to all appropriate persons so as to ensure that all enrolled children who are educationally handicapped have an IEP on file in the district of residence.	r. _____	_____
IEP Implementation and Review:		
s. The ways in which instruction as prescribed in the IEP is supervised or monitored by the school district.	s. _____	_____
t. The frequency and form of reporting student progress in achieving objectives of the IEP, including indications of who is to receive such reports.	t. _____	_____
u. The frequency and reporting format of individual student reviews (the COH must review the status of each child at least annually and report its findings to the Board of Education).	u. _____	_____
v. The role of the planning conference in the review of IEP progress and the development of updated IEP's following Board determinations to continue, change or modify program placements.	v. _____	_____
w. Time schedules for COH meetings and IEP planning conferences.	w. _____	_____

SECTION IV

RESOURCES FOR IMPROVING THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS IN NEW YORK STATE

The New York State Training and Resource Center Network

The New York State Education Department, Office for Education of Children with Handicapping Conditions (OECHC) administers a network of 50 State Training Centers, located in the Boards of Cooperative Educational Service agencies (BOCES) throughout the State and in large city school districts. These centers are the local contact points for information and training related to the education of the handicapped.

Individuals involved in the IEP process may use these centers to obtain information about:

- Laws and regulations which govern special education,
- The latest and most effective instructional media and materials which may be used or adapted for use with handicapped children,
- Current books and periodicals on educating handicapped children,
- Professional referenced materials which are available on loan,
- Statewide and local assessments of training needs,
- Special education and related services which are available to the handicapped in the regions,
- More than 300 films on handicapped children which may be borrowed from the State Education Department, and
- Accessing computerized data bases.

Training is also available through these centers for the purpose of developing knowledge and skills in:

- Carrying out Committee on the Handicapped responsibilities,
- Developing individualized education programs,
- Using/adapting instructional media and materials to educate handicapped children,
- Federal and State laws and regulations which govern the education of the handicapped, and
- Improving attitudes toward the handicapped.

DIRECTORY OF SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS IN NEW YORK STATE

Albany-Schenectady-Schoharie BOCES SETRC
Maywood Elementary School
1979 Central Avenue
Albany, NY 12205
PHONE:(518)456-9069

Allegany County BOCES SETRC
c/o Learning Diagnostic Center
33 Willetts Avenue
Belmont, NY 14813
PHONE:(716)268-7652

Broome-Delaware-Tioga BOCES SETRC
P.O. Box 1450
Upper Glenwood Road
Binghamton, NY 13902
PHONE:(607)729-9301 Ext. 362

Buffalo City SETRC
School #75
99 Monroe Street
Buffalo, NY 14206
PHONE:(716)856-5595

Cattaraugus-Erie-Wyoming BOCES SETRC
Windfall Road
Olean, NY 14760
PHONE:(716)372-8293

Cayuga County BOCES SETRC
234 South Street Road
Auburn, NY 13021
PHONE:(315)253-0361 Ext. 52

Chautauqua County BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, NY 14063
PHONE:(716)672-4371 Ext. 278

Clinton-Essex-Warren-Washington BOCES SETRC
Box 455
Plattsburgh, NY 12901
PHONE:(518)561-0100

Cortland-Madison BOCES SETRC
McEvoy Education Center
Clinton Avenue Extension
Cortland, NY 13045
PHONE:(607)753-9301

SUNY at Binghamton SETRC
Delaware-Chenango BOCES Service Area
Vestal Parkway
Binghamton, NY 13901
PHONE:(607)798-6770

Dutchess County BOCES SETRC
RD #1, Salt Point Turnpike
Poughkeepsie, NY 12601
PHONE:(914)471-9200 Ext. 42

Erie #1 and Erie #2-
Cattaraugus BOCES SETRC
4071 Hardt Road
Eden, NY 14057
PHONE:(716)992-3413

Franklin-Essex-Hamilton BOCES SETRC
Box 28
North Franklin Education Center
Malone, NY 12953
PHONE:(518)483-1390

Genesee-Wyoming BOCES SETRC
8250 State Street Road
Batavia, NY 14020
PHONE:(716)343-1400

Greene-Delaware-Schoharie-Otsego BOCES SETRC
Rexmere Park
Stamford, NY 12167
PHONE:(607)652-7531 Ext. 53

Hamilton-Fulton-Montgomery BOCES SETRC
FMCC Route 67
Johnstown, NY 12095
PHONE:(518)762-7754

Herkimer-Fulton-Hamilton-Otsego BOCES SETRC
Gros Boulevard
Herkimer, NY 13350
PHONE:(315)866-6040

Jefferson-Lewis-Hamilton-Herkimer-Oneida
BOCES SETRC
Case Junior High School-Room 117
Washington Street
Watertown, NY 13601
PHONE:(315)782-9229

Livingston-Steuben-Wyoming BOCES SETRC
3 Parkway Education Center
Leicester, NY 14481
PHONE:(716)382-3331

Madison-Oneida BOCES SETRC
Spring Road
Verona, NY 13478
PHONE:(315)363-8000

Monroe #1 BOCES SETRC
705 Plank Road
Penfield, NY 14526
PHONE:(716)671-8614

Monroe #2 Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, NY 14559
PHONE:(716)352-2443

Nassau County BOCES SETRC
Rosemary Kennedy Center
2850 North Jerusalem Road
Wantagh, NY 11793
PHONE:(516)781-4044

New York City SETRC
400 First Avenue-7th Floor
New York, NY 10010
PHONE:(212)686-6120

4011 Monticello Avenue
P.S. 68
Bronx, NY 10466
PHONE:(212)325-7231

990 DeKalb Avenue
Brooklyn, NY 11221
PHONE:(212)443-6083

Edward R. Murrow High School
1600 Avenue L
Brooklyn, NY 11230
PHONE:(212)258-0188

Kissena School
65-11 155th Street
Flushing, NY 11367
PHONE:(212)359-7107

Occupational Training Center
155 Thompkins Avenue
Staten Island, NY 10301
PHONE:(212)273-7800

Oneida-Madison-Herkimer BOCES SETRC
Box 70 - Middle Settlement Road
New Hartford, NY 13413
PHONE: (315) 792-4605, 792-4614

Onondaga-Madison BOCES SETRC
6820 Thompson Road
Syracuse, NY 13211
PHONE: (315) 437-0248

Ontario-Seneca-Yates-Cayuga-Wayne
BOCES SETRC
Finger Lakes Education Center
RD #2
Stanley, NY 14561
PHONE: (716) 526-6042

Orange-Ulster BOCES SETRC
Gibson Road
Goshen, NY 10924
PHONE: (914) 294-5431 Ext. 244

Orleans-Niagara BOCES SETRC
4124 Saunders Settlement Road
Sanborn, NY 14132
PHONE: (716) 731-4145 Ext. 33

Oswego BOCES SETRC
P.O. Box 488 County Route 64
Mexico, NY 13114
PHONE: (315) 963-7252

Rensselaer-Columbia-Greene BOCES SETRC
1562 Columbia Turnpike
Castleton, NY 12033
PHONE: (518) 477-8741

City of Rochester SETRC
Central Administrative Offices
131 Broad Street West
Rochester, NY 14608
PHONE: (716) 325-4560 Ext. 2711

Rockland County BOCES SETRC
61 Parrott Road
West Nyack, NY 10994
PHONE: (914) 623-3828 Ext. 266

St. Lawrence BOCES SETRC
Potsdam C.S. Red Annex
Leroy Street
Potsdam, NY 13676
PHONE: (315) 265-8116

Saratoga-Warren BOCES SETRC
Meyers Education Center
Henning Road
Saratoga Springs, NY 12866
PHONE: (518) 584-3239

Schuyler-Chemung-Tioga BOCES SETRC
431 Philo Road
Elmira, NY 14903
PHONE: (607) 739-3581 Ext. 223

Steuben-Allegany BOCES SETRC
6666 Babcock Hollow Road
Bath, NY 14810
(Mailing Address:
Wildwood Campus-Bldg. #3
North Main Street Extension
Hornell, NY 14843)
PHONE: (607) 324-5893

Suffolk #2 BOCES SETRC
Greene Avenue School
Greene Avenue
Sayville, NY 11782
PHONE: (516) 567-1121

Sullivan BOCES SETRC
Ferndale Loomis Road
Box 391
Liberty, NY 12754
PHONE: (914) 292-7500

Syracuse City SETRC
Percy Hughes School
345 Jamesville Avenue
Syracuse, NY 13210
PHONE: (315) 425-4156

Tompkins-Seneca-Tioga BOCES SETRC
555 South Warren Road
Ithaca, NY 14850
PHONE: (607) 257-1551 Ext. 276

Ulster County BOCES SETRC
175 Route 32 North
New Paltz, NY 12561
PHONE: (914) 255-1402

Washington-Warren-Hamilton-Essex
BOCES SETRC
Special Education Building
Dix Avenue
Hudson Falls, NY 12839
PHONE: (518) 793-7721 Ext. 219

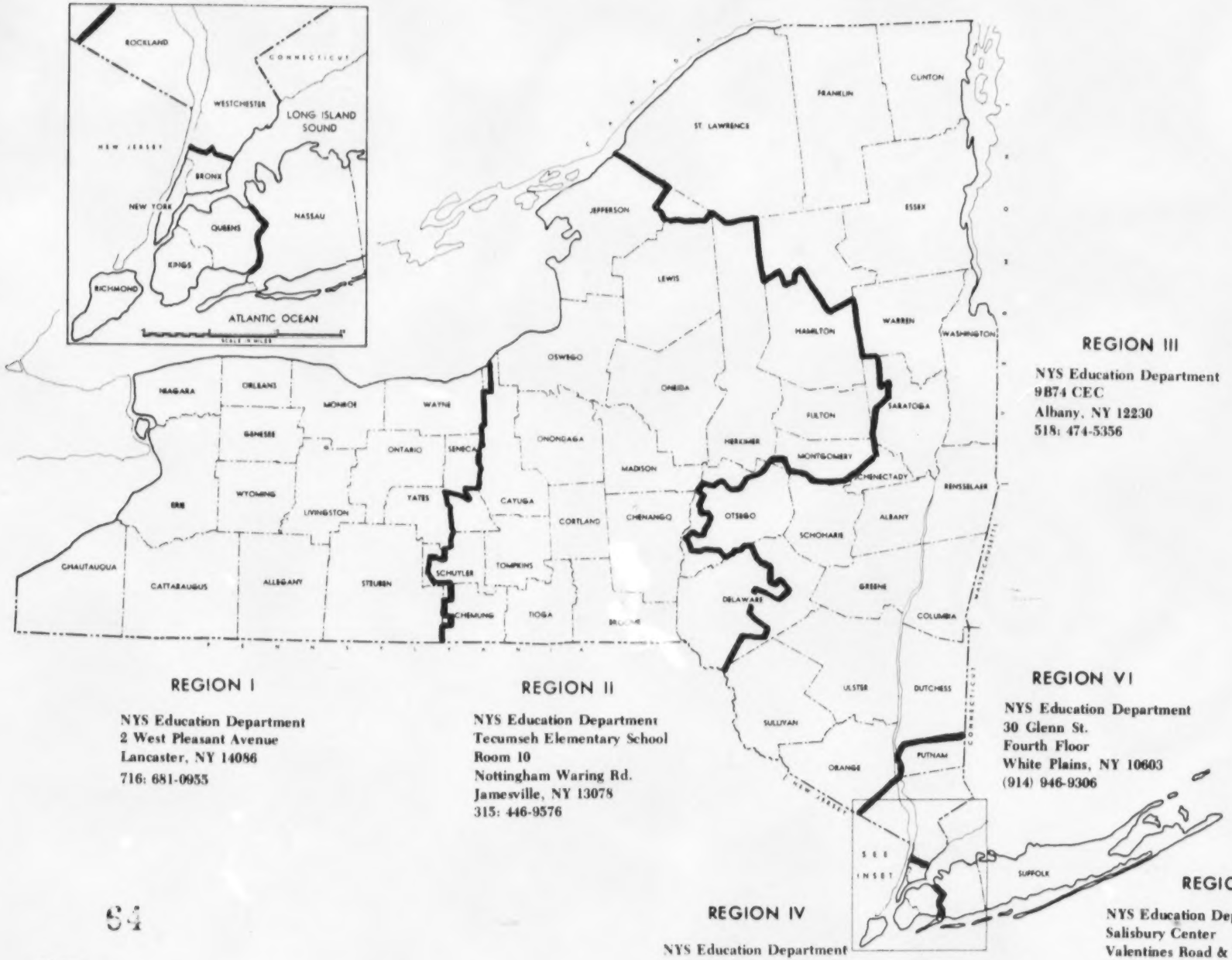
Westchester-Putnam BOCES #1 SETRC
Pinesbridge Road
Yorktown Heights, NY 10598
PHONE: (914) 245-1050

Westchester BOCES #2 SETRC
Learning Resource Center
Concord Road
Ardsley, NY 10502
PHONE: (914) 693-7576

Yonkers City SETRC
School #32 Dexter Road
Yonkers, NY 10701
PHONE: (914) 963-0592

Coordinating Office:
New York State Education Department
Office for Education of Children with
Handicapping Conditions
Division of Development Support Service
Bureau of Program Development
Albany, NY 12234
(518) 474-2251

OECHC REGIONAL OFFICES AND AREAS SERVED



REGION I

NYS Education Department
2 West Pleasant Avenue
Lancaster, NY 14086
716: 681-0955

REGION II

NYS Education Department
Tecumseh Elementary School
Room 10
Nottingham Waring Rd.
Jamesville, NY 13078
315: 446-9576

REGION III

NYS Education Department
9B74 CEC
Albany, NY 12230
518: 474-5356

REGION IV

NYS Education Department
World Trade Center
Tower II, Room 8424
New York, NY 10047
212: 488-4450

REGION V

NYS Education Department
Salisbury Center
Valentines Road & The Plain Road
Westbury, NY 11590
516: 997-8700

REGION VI

NYS Education Department
30 Glenn St.
Fourth Floor
White Plains, NY 10603
(914) 946-9306

80-7748